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ABSTRACT

This study investigated the effects of viewing motion picture films depicting black models with accompanying discussions upon the self concept of delinquent males. The various dimensions of the self concept observed were esteem; social interest; identification with mother, father, teacher, friend; group identification; group identification with parent; egocentricity; and power, complexity, and individuation. The talk/film group was also compared to a self-directed group of delinquent males who videotaped, viewed the same films, and engaged in discussions, and to a group of delinquent males who only videotaped. The talk/film group attained significant differences on all self concept dimensions with the exception of identification with father and complexity. When groups were compared, significant differences were attained between the talk/film and self-directed groups on identification with father; the talk/film and videotaping groups on identification with friend; and between the talk/film and videotape groups on egocentricity. Thirty-five references are listed. (Author/LLS)

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SELF-CONCEPT ORIENTATIONS AND MODELING OBSERVATIONS OF DELINQUENT MALES THROUGH TALK/FILM SESSIONS

by

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ABSTRACT

This study investigated the effects of viewing motion picture films depicting Black models with accompanying discussions upon the self-concept of delinquent males. The various dimensions of the self-concept observed were: esteem, social interest; identification with mother, father, teacher, friend; group identification, group identification with parent; egocentricity; power, complexity, and; individuation. The talk/film group was also compared to a self-directed group of delinquent males who videotaped, viewed the same films, and engaged in discussions; and a group of delinquent males that only videotaped. The talk/film group attained significant differences on all self-concept dimensions with the exception of Identification with Father and Complexity. When groups were compared, significant differences were attained between the talk/film and self-directed group on Identification with Father; the talk/film and videotaping groups on Identification with Friend, and; between the talk/film and videotape groups on Egocentricity.

INTRODUCTION

The area of modeling research has revealed a broad theoretical base for explaining behavior in interpersonal relationships. A considerable amount of learning has been accounted for through this process. However, it has proven difficult to identify variables, and to determine aspects of the self-concept and modeling stimuli affecting performance.

The need to maintain cognitive consistency in the theories employing self constructs is important. Several authors have supported that the individual tends to perceive the various aspects of his environment in a way that his perceptions are not contradicted (Leaky, 1945; Osgood, Suci and Tannebaum,1957; Heider, 1958). There is some evidence which reveals interpersonal evaluations are the result of emplicit and explicit expressions of positive or negative values accorded by an individual to the specific actions or general characteristics of another individual. Most of these studies indicated that individuals will organize their attitudes and behaviors so as to maintain a consistent self-image (Heider, 1958; Deutsch and Solomon, 1959; Aronson and Carlsmith, 1962). According to Rogers 1950), self-concept may involve incorporating the perceptions of others and develops as a result of direct experience with the environment.

In the domain of instructional media, two considerations which determine whether an individual will modify his self-concept through imitation and interaction are characteristics of the model, and the mode of media experience.

Several investigations have noted that children will imitate a live model (peer or adult) more often than a cartoon or other monhuman model (Bandura and Mischel, 1965; Dubanoski and Parton, 1971). Studies which have attempted to determine attempted to determine if the sex and/or race of the model

have any effect in the imitation of behavior are inclusive. Using institutionalized disturbed boys Davids (1962) discovered that the subjects aggressive behavior increased and verbalization decreased after observing male and female adults playing with toys in either an aggressive or nonaggressive manner. Thelen (1971) found that Black subjects who observed a model who was not praised recalled more of the model's (Black and white) motor behavior than Black subjects who observed a praised model. The personality of the model is another characteristic which appears to be important in imitation learning (Rutherford and Mussen, 1958; Stein and Wright, 1964). A teacher who is warm, accepting, and who's actions exemplify concern provides a good model for children.

Studies have shown that art activities, when used as therapy, have met some of the needs of behavior problem students (Davidson, 1966; Fass, 1963), and serious emotionally disturbed adolescents (Bergen, 1972; Ulman, 1971). Using photographs, psychotic patients were brought into contact with their more realistic selves (Corneilson and Arsenian, 1960). A firm making project aided disadvantaged high school dropouts to gain a sense of personal well being and the ability to communicate before specific career-oriented training (Bushnell, 1970). Behavior patterns may be changed as a function of observing the behavior and attitudes of models presented through motion pictures (Bandura, Ross and Ross, 1971; Dimas, 1973). The production of videotapes by educationally emotionally deprived Black and Puerto Rican youngsters help to broaden their communication skills, self-concepts and aspirations during a summer workshop (Anderson, 1973). The use of videotape for self-image confrontation has been effectively used with adolescent patients in the making of a television monologue (Wilmer, 1973); in group psychotherapy sessions with juvenile delinquents (Pascal, Cottrell and Baugh, 1967), and in interviewing emotionally disturbed boys (Dinoff and Allen, 1972).

These studies suffer from limitations in both terms of the subjects used, and the types of task selected for the subjects to perform. It can be argued that children are in the process of developing a mature self-concept and can be more influenced by a positive model. Most of the studies have measured overt competencies concerning simple task without accompanying alteration in self concept. Apparently varied and complex research designs will be required in order to account for the variety of developmental phenomena related to modeling and imitation in children. The questions this study explores are: what effect will the viewing of these films have upon self-concept when compared to groups videotaping?

METHOD

Subjects

The subjects consisted of 156 institutionalized males at a State residential treatment facility. They have been placed at the facility for behavioral related problems. Subjects were ramdonly assigned to a treatment group: Talk/Film Session (23 subjects), Self-Directed Videotape (29 subjects), Videotape (31 subjects), and; a control group (73 subjects).

Treatment

Talk/Film Session Group: This is a method which allows the subject to view motion picture films depicting Black models and then verbalizing about the experience with the investigator. It is a non-directive process based on the work of Axline (1969) and guidelines as outlined by Carlton and Moore (1968). The subjects are encouraged to talk but it is the subject who controls the topic of discussion. The role of the investigator is that of facilitator in this process. The investigator is that of facilitator in this process. The investigator was neither friend nor acquaintance to the subjects undergoing the talk/film sessions.

Videotape Group: This method is also one of self-expression, simi-

lar to self-directed therapy. However this is not a total process in that it only involves individual selecting perceptions, videotape recording and playback. Subjects do not view any motion picture films or verbalize with the investigator although they are allowed an opportunity to engage in a talk period among themselves during the videotape playback.

Procedure

Introduction to Films. The talk/film session and self-directed videotape groups were instructed that they could engage in discussions with the investigator after the viewing of films. The groups were segregated and viewed two films each. One film, The jungle, was made by a delinquent gang and is 22 minutes in length. The film is produced in black and white and pictures gang life in the streets. The actor-gang members tell how they feel about their lives between enactments of gang warfare. The other film, Body and Soul, Part II: Soul, deals with the contributions "soul" or "black" music has made to the United States while serving as a spiritual support for Balck people living in this country. The music is discussed by Ray Charles and is interwoven with film clips of noted past and present musicians.

The overall reaction to the films by both groups was similar. That is, during the showing of the films subjects were orderly but vocal when scenes depicted gang warfare. Film segments which reflected inhuman conditions found the subjects quiet and they appeared pensive. During the discussion that followed the showing of each film, the investigator followed guidelines alluded to previously in this text. After the showing of The Jungle , subjects discussed how they might make a similar production. After the showing of Body and Soul, Part II: Soul, the subjects discussed current musical groups. Introduction to Single-Camera System. The self-directed and videotape groups were given a demonstration of the setting up of the video-

tape recorder (VTR) single-camera system. Basic instructions were given on the threading of the tape, VTR operation, camera technique, care and maintenance. Both groups were allowed an opportunity to set up and "strike" down the equipment and ask questions pertaining to VTR operation. Subjects from both groups were told that the videotapes would be made with them serving in one or more of the following production roles: (1) direcror, (2) assistant director, (3) technician, (4) sound man, (5) floor manager, (6) talent.

The self-directed group recorded and participated in the following activities: skits, news programs, interviews, monologues and gym activity. After each taping session, the investigator conducted a discussion. All discussions were held at the site of the recorded activity during the playback of the videotape, The VTR was stopped periodically, sometimes during scenes and at other times between scenes. The investigator would incourage the group to talk about the videotape experience with such statements as, "Why did you direct them to do that?," "Why did you set the camera at that angle?," "Why did you zoom in on that scene?," and "Who are you portraying in that scene?" This group did not view any tapes other than those which they had made.

The videotape group recorded and participated in the following activities: skits, monologues, interviews, a baseball game, gym activity and the rehearsal of a school play. After each taping session subjects were allowed to playback the recording and engage in a talk period. During this time, the investigator remained at the site of the playback but did not discuss the videotaping experiences with the subjects.

Measure

The Self Social Symbols Task, SSST (Ziller, Long and Henderson, 1967) was used to measure the self-other orientations.

The test measures self-concept in a molecular fashion, uses a non-verbal approach and focuses upon self-other relationships. In this 56 item test, subjects select, arrange or produce symbols representing other persons. Certain aspects about the subjects conceptions of himself are inferred from these arrangements.

The test focuses on seven components of the self which represent twelve dimensions on which the self as a social object may be described. These include (1) esteem, relation to selected groups of other persons, (2) social interest, relative to a group consisting of "parents," "teacher," and "friend," (3) identification, as measured by closeness to "mother," "father," "teacher," and "friend," and by number of others and number of parents included within the self group, (4) egocentricity, relative to friend, (5) power, in relation to "father," "teacher," and "friend," (6) complexity of self, and (7) indivation, relative to peers. A brief description of each follow.

1. Esteem: Esteem is defined as the value or importance the subject attributes to the self in comparison to others. In this six task which measure the degree of self-esteem, the subject is presented with a row of black circles. The subject is given a list of six stimulus persons (someone you know who is kind, your friend, your father, etc., including self and directed to arrange these persons in the black circles. It is assumed that positions to the left represent greater importance.

2. Social Interest: Social interest is the degree to which the subject perceives himself as a part of a group of others as opposed to a perception of the self as an individual. There are six task which measure the degree of social interest. The subject is to ask to draw a circle to represent himself in a drawing

that consist of three circles representing significant others (parents, teachers, friends). If the subject draws his circle or any part of it, in the triangle a score is given for dependency. It is assumed that placement of the self within the group represents greater social interest.

3. Identification: Identification with particular others is defined as the degree to which the subject identifies with mother, father, teacher and friend. There are two task for each to construct (mother, father, teacher, friend) which measure the degree of identification with particular others In each task there is a row of circles with the end circle alternatively to the right or to the left) representing one of the particular other persons. The subject must choose and label one of the circles to represent himself. It is assumed that the closer he places himself to the significant other, the more he identifies with that person.

Group Identification is defined as the number of other persons with whom the subject identifies. In this task the subject arranges arrays of ten persons (always including self) into as many or as few groups as he wishes. The number of persons in the group which includes self is assmed to represent the breadth of his identification and his social inclusiveness. Identification with parents is also derived from these task and is based on the number of parents included in the self group.

4. Egocentricity: Egocentricity reflects the focusing of attention on the self, rather than on outward orientation. In these six tasks, the subject draws a circle to represent the self and one to represent a friend within a larger circle, and labeling each appropriately. The placement of the self closer to the center of the circle than the other is assumed to represent greater egocentricity.

5. Power. Power is defined as a conception of the self as superior, equal, or inferior to the other person (father, teacher, friend). In these six tasks the subject selects a circle to represent the other person which is above, even with, or below the circle represnting himself. It is assumed that placing the other person lower than the self indicates a more powerful self, while placing the self lower indicates a less powerful self.

6. Complexity. Complexity is defined as the degree of differentiation of the self. In these ten tasks which measure complexity, the subject must select one of three figures which vary in complexity. This rather new construct is derived from the work of Glanzer and Clark (1963). This is the only construct in which other persons are not symbolically represented. It is assumed that selecting a more complex design indicates a more complex self.

7. Individuation. Individuation is defined as the degree to which the individual differentiates himself from his peers. In these ten tasks, a rectangular area is presented to the subject containing about ten symbols of two kinds (Shaded or plain circles) with one of the two always in the majority. To the right of the rectangle, the two figures with a third is shown. The subject must choose one of the circles to the right of the rectangle for himself, and draw one like it anywhere inside the rectangle. It is assumed that subjects who differentiate themselves will choose a "different" circle.

RESULTS

Mean and test of significance are shown in Table 1. The talk/film session subjects attained significant differences on all constructs of the SSST with the exception of Identification with Father and Complexity.

An analysis of variance was employed to determine any signi-

ficant differences between treatment and control groups. With the exception of Complexity, a significant F ratio was attained between the treatment and control groups for each variable of each treatment. In performing post-hoc analysis, the homogeneity of variance was violated for most of the SST construct variables. Therefore a more conservative F value recommended by Box (1954) was employed (p. .05; F = 4.08; df = 1). A multiple comparison procedure for carrying out all pairwise comparisons among means was utilized to test for significant differences between the treatment and control groups.

Significant differences attained between the talk/film and self-directed groups on the Identification with Father construct is shown in Table 2. (F = 13.33; df 1, 40; E^2 = 21). Significant differences attained between the talk/film session and groups videotaping, on the Identification with Friend construct, are shown in Table 3 (F = 20.91; df 1,40; E^2 = .03). Significant differences attained between the talk/film session and videotape group,on the Egocentricity construct, is shown in Table 4 (F = 30.53; df 1,40; E^2 =. 37. Significant differences were attained by all treatment groups when compared to controls not undergoing mediated experiences on all constructs with the exception of Complexity.

DISCUSSION

Research in instructional media should develop effective approache for intergrading media in the teaching process with emphasis on the human aspects of communication. Specifically, the task of interpreting these findings is to identify dimensions of the self-concept of delinquent males who have been affected as a result of viewing motion picture films depicting Black models. An additional task is to identify various dimensions of the self-concept affected when a group of delinquent males viewing films are compared to groups of delinquent males engaged in various videotaping activities, videotape playback

and the viewing of motion picture films.

Two general observations seem evident from this study. Talk/film sessions have an effect upon various dimensions of the self-concept of delinquent males. And second, the use of talk/film sessions to modify dimensions of the self-concept are not as effective as a method involving task-related experiences.

Some writers support that the identification of children with their parents is the basis of socialization as well as of the development of a functional self-concept. These findings suggest that the use of father as model for the Black delinquent male may be needed as a prerequisite to imitation learning when task are involved. Most of the subjects used in this study are from one-parent homes and the results could be more reflective of family status.

An interesting and totally unexpected outcome was observed with the Complexity construct. This was the only construct on which a significant difference was not attained by one of the treatment groups. As mentioned previously, this is the only construct on which other persons are not symbolically represented, and the selection of a more complex design is interpreted as indicating a more complex self. This finding lends support to Reissman (1962) who believes that certain audiences (minority, disadvantaged) make use of physical and visual styles in the learning process. Ziller et al (1964) argue that a person with a more complex self-system is thought to be less likely to be disturbed by new experiences which may be seen incongruent. It appears that the self-system of Black delinquent males is complex indeed. Further, the implications from this finding suggest that the use of complex designs as a self-system disclosure tool may not be appropriate for certain audiences.

The differences between the talk/film session and the groups videotaping, on the Identification with Friend construct, can be attributed to the fact that the talk/film group did not have an opportunity to interact as a "working group." Please note, the

recording of activities on videotape requires a cooperative spirit between all persons involved. As mentioned previously, the subjects were required to serve in various production roles which were interchangeable. The subjects videotaping perceived of themselves with more comradeship than the subjects who did not videotape. The videotaping groups thought of themselves in a "we" category. This difference appears to have occurred, not so much because of what the videotaping groups were, but because of what the talk/film session group was not.

The differences observed between the talk/film session and videotape group, on the Egocentricity construct, appears to have occurred because the talk/film group did not have an opportunity to physically express what they had"taken in." That is, the talk/film group after viewing Black models were not allowed to imitate those models or assume production roles in the making of a videotape. Further insight can be gained from this difference when attention is given to the internal structure of test constructs. Of the twelve constructs, four allow the subject a choice of placing himself "inside" or "outside" of a group. These constructs are Social Interest, Group Identification, Group Identification with Parent and Egocentricity, In each of these, the subject must "draw" his perception in relation to others. All the other constructs require that the subject either "select," "place," or "choose."

The results on the Egocentricity construct indicates the talk/film group has internalized , and had literally drawn attention to self due to their interpersonal and non-task orientated activity. Apparently, talking about making a film such as The Jungle and not videotaping only served to reinforce the egocentricity dimension of the self. Additional study is needed here to establish the relationship between improved self-concept as a result of internalized reinforcement and improved self-concept as a result of observed interpersonal activity.

Bandura (1969) has suggested that task competencies and

standards of reinforcement can become internalized and serve as a self-regulatory function for behavior. In this study, subjects have to perform several task test and media-related task. The discussions and the use of a live Black model probably served to reinforce the viewing of films by the talk/film and self-directed groups. The production-role task assumed by the groups videotaping could have been reinforced by the playback (self-confrontation), discussions and the use of a live Black model. Explorations in modeling research is needed to determine the effects of various media conditions and reinforcement when the subject has acquired competencies of the task.

This study supports Barnes (1972) who argues for a shift from a pupil centered domain to an interaction process. Studies have shown that self-concept is related to achievement, and that this relationship is particularly true for boys. Caven (1969) states that boys identify themselves with the gang and do not respond to individual approaches from teachers and social workers. The result of the talk/film session subjects on the Egocentricity and Identification with Friend constructs imply participation in a methodology supporting individual competition rather than intergroup cooperation. If a favorable self-concept can be brought about through group activities, as these results reveal, then perhaps an effort should be made to de-emphasize the individual in the classroom in favor of more pluralistic methodologies. In attempting to bring about behavior change through modeling, future research might direct some of its attention to group performance and the consequence of media.

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TABLE 1

TALK/FILM SESSION: SUMMARY OF MEAN

DIFFERENCES BETWEEN PRE-TEST AND POST-TEST SSST SCORES

Measure	N	Pre-Test	Post Test	t	p
Esteem	23	20.52	33.13	7.83	.01
Social Interest	23	2.60	4.91	4.92	.01
Identification with:					
Mother	23	4.60	3.08	5.06	.01
Father	23	5.52	4.26	1.70	ns
Teacher	23	7.43	5.47	2.34	.05
Friend	23	5.86	4.13	3.37	.01
Group Identification	23	18.13	27.34	5.29	.01
Group Identification w/ Parent	23	2.43	3.95	5.18	.01
Egocentricity	23	1.95	5.30	7.88	.01
Power	23	14.95	22.47	6.85	.01
Complexity	23	21.78	23.52	1.59	ns
Individuation	23	6.30	9.78	6.48	.01

TABLE 2

ANALYSIS OF VARIANCE BETWEEN TREATMENT AND CONTROL GROUPS ON IDENTIFICATION WITH FATHER

Group	N	Mean Difference	T_1	T_2	T_3
Self-Directed (T_1)	29	-3.3448			
Talk/Film (T_2)	23	-1.2609	.05		
Videotape (T_3)	31	-2.4194			
Control	73	0.2055	.01	.01	.01

TABLE 3

ANALYSIS OF VARIANCE BETWEEN TREATMENT AND CONTROL GROUPS ON IDENTIFICATION WITH FRIEND

Group	N	Mean Difference	T_1	T_2	T_3
Self-Directed (T_1)	29	4.8966			
Talk/Film (T_2)	23	1.7391	.01		
Videotape (T_3)	31	2.0000	.01	.01	
Control	73	1.4487	.01	.01	.01

TABLE 4

ANALYSIS OF VARIANCE BETWEEN TREATMENT AND CONTROL GROUPS ON EGOCENTRICITY

Group	N	Mean Difference	T_1	T_2	T_3
Self-Directed (T_1)	29	2.8966			
Talk/Film (T_2)	23	3.3478			
Videotape (T_3)	31	1.9355	.05	.01	
Control	73	0.0411	.01	.01	.01

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